DOCUMENT RESUME

ED 410 798 HE 030 368

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TITLE	A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. Third Edition.
ISBN	ISBN-0-87586-113-x
PUB DATE	1995-00-00
NOTE	280p.; For related documents, see HE 030 366-367. Resource sections by Sheri Blessing, et al.
AVAILABLE FROM	Agathon Press, 100 Newfield Avenue, Edison, NJ 08837; phone: 732-225-2727; fax: 732-225-1562 ($36).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Accountability; Case Studies; *College Outcomes Assessment; Curriculum Based Assessment; Departments; Educational Assessment; Educational Quality; Evaluation Methods; Higher Education; Institutional Research; *Instructional Effectiveness; *Outcome Based Education; Program Effectiveness; Program Evaluation; School Effectiveness; Self Evaluation (Groups); Student Educational Objectives

ABSTRACT

This guide is intended for college and university administrators responsible for designing and implementing a model for assessment of student outcomes and institutional effectiveness. The first chapter explains use of the handbook and introduces the institutional effectiveness paradigm on which it is based. The second chapter explains the model further including its assumptions, the management decisions it requires, and problems likely to be encountered during implementation. Chapter 3 considers the first year of an institutional effectiveness assessment program; Chapter 4 the design of assessment programs at the departmental level; Chapter 5 initial implementation of the program; and Chapter 6 the establishment of the annual institutional effectiveness cycle. The final chapter addresses ways to maintain institutional effectiveness operations over an extended period of time. Chapters 3, 4, and 5 contain the following additional resource sections: (1) "Developing the Expanded Statement of Institutional Purpose" (Michael Yost); (2) "Attitudinal Surveys in Institutional Effectiveness" (Gloria W. Raines and others); (3) "Cognitive Assessment Instruments: Availability and Utilization" (Marsha V. Krotseng and Gary R. Pike); (4) "Assessment of Behavioral Change and Performance" (Mary R. Kinnick and R. Dan Walleri); (5) "Assessment-Related Information from Institutional Data Systems" (Bobby H. Sharp and Sheri Blessing); (6) "Assessment Planning" (James O. Nichols); (7) "Statements of Outcomes/Objectives and Assessment at the Departmental Level" (Linda K. Pratt); (8) "Setting and Evaluating Intended Educational (Instructional) Outcomes" (Brenda Hyde Rogers); (9) "Assessment in General Education" (Heidi A. Tickle); (10) "Setting and Evaluating Objectives and Outcomes in Nonacademic Units" (Donald J. Reichard); (11) "Assessment and Continuous Quality Improvement" (Eliot S. Elfner); and (12) "Implementing Institutional Effectiveness at Two-Year Colleges" (Harriott Calhoun). Appendices include sample documents, figures and charts that provide examples of specific techniques of assessment and tools from different institutions. (Individual chapters contain references.) (DB)

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